

## 1. Planning grant team (5%)

The 26,000-square miles from Merced to Kern counties constitute a significant population of low-income rural residents with the nation’s lowest educational attainment. The lack of education translates to reduced employment opportunities, increased poverty, and limited access to resources such as education. Like rural communities across America, ensuring that California’s Central Valley meets the workforce demands of industry is essential to the economic stability of our rural communities. In rural regions, where populations are more dispersed and farther from major job centers, labor markets face different challenges than those in metro areas, where people are closer to education, training, and employment options.

Therefore, a Regional Collaborative (RC) would allow Bakersfield College to partner with 4-year institutions in the Central Valley region to provide internship opportunities to post-baccalaureate students in STEM fields. This collaboration will include California State University, Bakersfield, California State University, Fresno, and University of California, Merced in the first phase. This internship will provide post-baccalaureate students interested in teaching in a 2-year college with an opportunity to participate in a Faculty Internship Program. This program will provide candidates a mentorship collaboration with a Bakersfield College faculty. In addition, candidates will gain exposure to the community college culture, including best practices for teaching and supporting the diverse group of students enrolled at Bakersfield College.

The collaborative will be composed of 4-year and 2-year faculty and administrators following the Collective Impact (CI) model. At Bakersfield College, faculty from STEM and Education departments will play a key role in the development of the RC. In addition, the RC will focus on placing candidates in rural Bakersfield College centers; therefore, the Rural Initiatives team will also actively participate in molding the RC. The second phase will include a Southern California collaboration with UCLA and other schools in the Los Angeles and Orange County areas. This expansion allows Bakersfield College to have access to a larger pool of qualified and diverse candidates in the program while also addressing areas of need for all of the parties involved. The diagram above outlines the parties involved and the CI activities in the planning phase.

Players/ Collective Impact Criteria	Common Agenda	Shared Measurements	Mutually Reinforcing Activities	Continuous Communication	Backbone Support
<b>Overarching Regional Collaborative Goal:</b> Establish a Faculty Internship Program to address issues of Equity in the recruitment and hiring process of qualified and diverse STEM faculty					
<b>Co-leads</b>	Outline the goals of the Regional Collaborative	Collect data on faculty diversity in STEM areas	Establish and plan RC meetings and oversee the work in alignment with established goals	Develop and adopt a communication plan at the first Regional Collaborative Meeting	-Utilize funding source’s timeline for support and accountability
<b>Institutional Administrators</b>	Establish and document needs for the Faculty Internship Program	Utilize disaggregated data collected to establish goals for recruitment and placement of interns	Ensure resources are available to successfully maintain the RC goals		-Rely on Project BEST’s model for the planning and development of the mentorship program
<b>STEM Faculty</b>	Identify gaps in STEM faculty recruitment	Establish goals for the Bakersfield College faculty mentorship portion	Utilize RC partnerships to address areas of need (e.g. Math faculty recruitment)  Recruit faculty (2-year) to participate as mentors in the program		-Utilize the Achieve the Dream (ATD) platform to provide professional development opportunities for Faculty Internship Program candidates
<b>Education Faculty</b>	Focus on joint curriculum for the program	Create curricular goals for the program	Push curricular plan through governance boards for approval		
<b>Rural Initiatives Team (BC)</b>	Identify placement of interns in high-need areas	Set goals for addressing placement gaps in rural sites	Work with STEM faculty in identifying mentoring faculty that can help candidates transition to their assigned site		

## **2. Existing regional relationships (20%)**

Bakersfield College serves over 20,000 students, within nearly 25,000 square miles in California in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties. The mission of Bakersfield College is to provide opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Bakersfield College's rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

In alignment with the institutional mission, the college has and continues to establish partnerships with 4-year schools in order to help students seamlessly transfer and further expand their educational opportunities. One of the tools used to help students seeking transfer opportunities is the Bakersfield College's Program Pathways Mapper. This tool allows students to explore majors based on occupational opportunities and provides students with a clear roadmap of courses needed to transfer. Currently, the Program Pathways Mapper includes plans for students seeking to transfer to CSUs and UCs. Recent partnerships with CSU Bakersfield and UCLA has resulted in specific roadmaps for these two schools in the STEM areas. Having access to this information is vital to Bakersfield College students because it allows them to maximize their time at the college by taking the right courses, in the right sequence, and avoid earning excess units. More importantly, students that follow the plan will have all of the foundational skills and courses required once they transfer to CSU Bakersfield or UCLA. The work produced by this tool and the existing collaboration with both CSU Bakersfield and UCLA creates a platform for the expansion of the work proposed in this grant.

In addition, Bakersfield College successfully secured a plan to have a co-location with CSU Bakersfield. This new center, known as Bakersfield College SouthWest, is on the same campus as CSU Bakersfield. This establishment allows Bakersfield College to serve a larger geographical demographic of students. The planning for this center was done in close collaboration with CSU Bakersfield to ensure that the courses and programs offered at Bakersfield College SouthWest were transferable to programs at CSU Bakersfield. This arrangement allows students to experience a unique educational experience that creates a transfer culture.

Another regional collaborative includes partnerships with the Wonderful Academy, Bakersfield College, and CSU Fresno. The goal of this collaborative partnership is to provide Wonderful Academy students with an opportunity to take Dual Enrollment courses through Bakersfield College in Education that align with the transfer requirements for CSU Fresno. Students that complete this program will earn a High School Degree and Associate for Transfer in Education simultaneously, with an intent to transfer to CSU Fresno to complete a Bachelor's Degree. As shown in a few of the examples provided, Bakersfield College is eagerly seeking opportunities to collaborate with both industry and educational partners to secure opportunities that will help Bakersfield College students transfer to the workforce or a 4-year institution.

## **3. Preliminary sketch of RC work during an implementation phase (5%)**

Bakersfield College is in need of qualified diverse faculty that can contribute to the Guided Pathways effort on the campus. The college has a growing number of students of color and it is imperative for the college to implement practices that will aid in the recruiting and retention of students of color. Additionally, as described in the literature, faculty of color are vital to the success of underrepresented minorities. A Faculty Internship Program allows the college to recruit and train qualified candidates in an effective and fiscally responsible manner. More importantly, it is a contribution to the community to hire candidates from the San Joaquin Valley, and the surrounding areas, to teach for Bakersfield College.

In order to get this program off the ground, it is important to establish a RC to champion this effort. The RC will be charged with developing a clear plan of action, timeline, implementation, and evaluation of the program. In the first year, the focus will be working with administrators and faculty from 4-year colleges to establish a collaborative relationship. This will include faculty collaboration from Chemistry, Biology, and Public Health

from both Bakersfield College and the 4-year partners. In the relationship building stage, faculty and administrators from all participating institutions will engage in needs assessments and goal setting.

**4. Planning Grant Efforts (35%)**

In the early discovery phases, the focus will be on relationship building in order to build a sustainable program, as prescribed by the Collective Impact model. As part of this model, it is vital that all of the stakeholders involved are mutually invested in the success of the program. Therefore, during this time, the intent will be to explore areas of need. For example, CSU Bakersfield does not have a master’s program in mathematics; therefore, the number of qualified candidates to teach in the mathematics department is slim. UC Merced offers a master’s program in Applied Mathematics and this RC could increase the number of diverse and qualified candidates applying to teach mathematics at Bakersfield College.

Task/Timeline*	Spring 2020	Summer 2020	Fall 2020
Identify Bakersfield College participating members -STEM and Education faculty Representatives -Administration Team Representatives	■		
Schedule RC Planning Meetings (quarterly)	■		
Bakersfield College hosts first RC Planning Meeting			■
Identify needs of participating RC members			■
Establish initial workplan, goals, and timeline			■
Apply for implementation funding	■		
*Tentative based on revised timeline			

Within the first-year, the goal is to identify gaps and areas of need and utilize the Faculty Internship Program RC to aid in addressing these areas of need. The Gantt chart in this section includes a timeline for the planning and implementation years for this RC. The RC is a long-term solution to address issues of equity in the recruitment of qualified and diverse faculty in STEM areas. Simultaneously, this program will also help address issues of equity and student success for the Bakersfield College student body. The initial stage will include a RC in the San Joaquin Valley with an intention to expand to a Southern California sphere.

**5. Regional (20%)**

This RC will focus on students enrolled in Bakersfield College rural sites. Currently, Bakersfield College offers courses to students in the following areas: Delano, Arvin, McFarland, Wasco, and Shafter, which expands about 140 miles in the surrounding Bakersfield areas. Students enrolled in these centers are underrepresented in higher education and many of them are from migrant backgrounds. In the 2018-2019 Academic Year, 74.8% of the students enrolled in these sites identified as Hispanic/Latino. Additionally, 48.2% were 19 years or younger, 54.7% identified as female, 47.2% were first-generation college students, and 57.1% qualified for the BOG/Promise financial Aid Grant. This group of students has limited access to educational resources and it is the goal of the college to expand educational opportunities to these communities.

The RC will be composed of 4-year partners, which includes both public research-based and comprehensive institutions. In addition, the Education Department Advisory Board, which is composed of key educational stakeholders in the Greater Bakersfield Area, will also be invited to participate in some capacity. In addition, it is important to include community leaders and alliances such as the local Chamber of Commerce to champion this effort. This joint effort would not only benefit students enrolled in rural sites, but the results of this collaboration could also make it more appealing for the Faculty Internship Program candidates to come to Bakersfield College for teaching opportunities. Candidates enrolled in the program will have the opportunity to engage with students enrolled in rural sites that are eager for educational opportunities available in their own communities.

**6. Collaborations or Partnerships (15%)**

Bakersfield College is a Hispanic Serving Institution (HSI) with 67.93% of students enrolled identified as Hispanic in the 2018-2019 Academic Year. The table below shows the desegregated data for full-time faculty at Bakersfield College by

These data from Fall 2018 show that the faculty at Bakersfield College is not representative of the student demographic. Scholars argue that institutions that serve a large demographic of Underrepresented Minorities (URM) students have a responsibility to hire faculty and staff that mirror their student population. Furthermore, data show that institutions with faculty of color typically serve students of color with a deeper sense of belonging, higher test scores, and higher persistence rates.

Race	Faculty Count	Faculty Percent
African-American	16	4.98 %
Asian	15	4.67 %
Hispanic	57	17.76 %
Pacific Islander	4	1.25 %
Unknown	12	3.74 %
White Non-Hispanic	217	67.60 %

Equally as important, is the mentorship and development of faculty of color. According to the literature, it is not enough to diversify the hiring process, it is vital to also foster and cultivate newly hired URM faculty. That is why initiatives like the Faculty Internship Program assist with both goals. Not only are candidates given exposure to the classroom, they are also mentored by an established

faculty member. Additionally, once candidates are recruited and trained through this program, exemplary candidates can be recruited to assist with campus-wide efforts such as rural initiatives, inmate scholars program, early college, dual enrollment, amongst others.

## 7. Budget and Budget Justification

### Budget for Aspire Planning Grant Fiscal Agent: Bakersfield College

#### Supplies/Expenses

1. Supplies	\$1,000.00
2. Food/meetings	\$1,500.00
3. Professional Development	\$1,500.00
<b>Category Total:</b>	<b>\$4,000.00</b>

#### Travel

1. Meetings and Trainings	\$1,000.00
<b>Category Total:</b>	<b>\$1,000.00</b>

**TOTAL      \$5,000.00**

#### **Justification**

- The planning grant funds will be used for Regional Collaborative (RC) meetings and to establish the Faculty Internship Program.
- The RC meetings will include travel for Bakersfield College and the 4-year partners in the San Joaquin Valley, Los Angeles, and Orange County areas, depending on the meeting location.
- Professional Development funds will be available for RC members in helping with the implementation of the program.